

INSTRUCTION

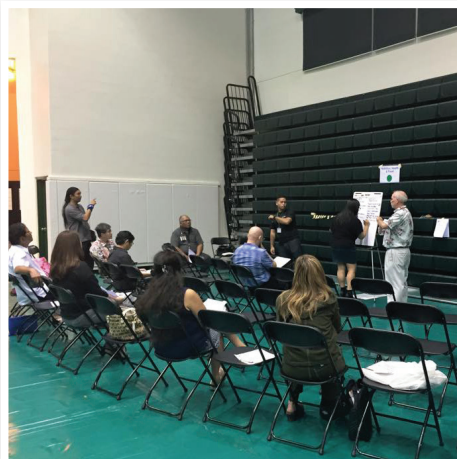
RESEARCH

EXTENSION



Stakeholder's Listening Session

November 4, 2015



**College of Natural
& Applied Sciences**
University of Guam | Unibetsedât Guåhan

INSTRUCTION

RESEARCH

EXTENSION



YOU ARE INVITED TO BRAINSTORM HIGH PRIORITIES AND DISCOVER WHAT THE GUAM COMMUNITY CAN DO TOGETHER!

CNAS STAKEHOLDER'S LISTENING SESSION

Wednesday, November 4th, 2015, 8am-3pm, UOG Calvo Field House

In the morning session, we will seek your valuable input as we continue to work toward our goal of improving our local community with our research, extension & outreach, and instructional programs.

In the afternoon session, faculty and staff from CNAS will showcase their expertise and engage with participants on topics of interest including:

- RELEVANT RESEARCH
 - STIMULATING SHORT COURSES
 - GROWING YOUR OWN FOOD
 - PROTECTING THE ENVIRONMENT
 - HEALTHY LIVING PRACTICES
 - AND MUCH MORE
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SCHEDULE OF EVENTS

7:30 AM: Registration and light breakfast

8:00 AM: Opening remarks

8:30 AM: Break into topic groups

11:30 AM: Large group reporting

12:00 PM: Break for lunch

1:00p-4:00 PM: Meet CNAS! Go and see our tables and talk to our employees

For more information or to RSVP to this exciting event, visit:

<http://cnas-re.uog.edu/priorities/>



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& Applied Sciences**
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CNAS-UOG All Stakeholder Priority Listening Session - Top 5 items

Readers are encourage to look at original lists for additional details and sublists. (Ag slightly updated Nov 13, 2015).

	Agriculture & Gardening	Natural Resource Quality & Use	Families, Youth, Community	Nutrition, Health, Food
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Q 1. What is a SIGNIFICANT problem or issue on Guam, or the immediate region, that you feel needs to be **researched**? (where the research findings can be used to address the problem/issue)?

1	Prevention, Control and Dissemination of invasive species [25]	Invasive Species Policies, Invasive species in Forests [20]	Cultural Revitalization and perception, leadership, and traditional structures [10]	Need assessment on Senior Citizen health care needs [12]
2	Bio-control agents for pests [25]	Impacts Climate Change [15]	Education/ Research [9]	Multi-targeted approach to reduce childhood obesity [11]
3	Local and regional varieties of fruit and vegetable crop AND local tropical leafy greens for salad blends [19]	Land Use Plans or Lack of-whether used or impact, State Terrestrial Preservation Plan (Chamorro Land Trust) [12]	Department of Corrections [6]	Preventive measures against obesity [9]
4	Power and water consumption on farms [17]	Tropical Soil Health (AG and Native Habitat) [9]	Social welfare poverty [3]	Multicultural dietary variations in the school system [8]
5	Green waste management [10] and Lost agricultural farm land (10)	Sustainability of use of Marine and Terrestrial [9]	Migration [1]	Immigrant dependency on government services [7] / Quality of Care for High Rate of Diabetes [7]

Q 2. What skills could we **teach**, during an Extension & Outreach short course for example, that would have SIGNIFICANT value in your life?

1	Agriculture for complete bio-recycling method; permaculture; green waste as nutrients for crops; Eco villages; Ecosystem holistic approach [24]	Invasive Species Management Handbook/Lectures [16]	Work readiness [17]	Cooking with local foods and vegetables [10]
2	Organic farming; natural pesticides; diverse companion/gardening of crops [18]	Food Security-Local Foods, Indigenous Cooking emphasis on reducing imports [12]	Cultural sensitivity and awareness (young age) [16]	Food label reading [7]
3	Power and water conservation (e.g., rainwater catchment and conservation) [14]	Native Plant Identification and Uses and Preservation, Endangered/Rare Plants Identification [11]	Traditional/ cultural apprenticeship [15]	CPR and first aid for home [7]
4	Arbor culture and landscape management [12]	Entomology/Insect ID [5]	Capacity building [9]	How to spend food stamps for healthy eating [7]
5	Maximizing agricultural activity/production in small plots (e.g., container gardens) [8]	Post-Harvest Food Processing and Marketing, Solar Food Drying [5]	Community issues-non-profit development [6]	Prevent food contamination [6] / Fitness for the elderly, disabled, or injured [6] / Holistic healing or wellness [6] / Healthy cooking for fiestas [6]

CNAS-UOG All Stakeholder Priority Listening Session - Top 5 items

Readers are encourage to look at original lists for additional details and sublists. (Ag slightly updated Nov 13, 2015).

	Agriculture & Gardening	Natural Resource Quality & Use	Families, Youth, Community	Nutrition, Health, Food
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Q 3. What type of **advising** could you get that would have SIGNIFICANT value in your life?

1	Developing farm plans (e.g. environmental and financial planning and marketing strategy) with advising agencies and programs [21]	Networking and Collaboration Across NGO's and GOV Agencies with similar interest [15]	Technology / Data Assistance [17]	Nutritional value of food, Shelf life of foods in stores [5]
2	Advisement of soil health and management [16]	Advice on Invasive Control [15]	Reciprocated Process between community & educational institution [12]	Healthy Diet [4]
3	How to establish regional and international partnership (e.g. conservation and sustainable practices); exporting [11]	Adaptation to Climate Change [11]	Community Development / Service Learning [11]	Advisement of nutritional supplements and vitamins [3]
4	Seasonal Farming [10]	How to Apply for Grants [10]	Value of keeping our environment safe [11]	Preventing Food Poisoning [3]
5	Medicinal use of Guam plants [10]	Access to Resources and Research Results [8] / Social Media Use [8]	Quality Health Care / STEM, Quality on Island Health Care [10]	Physical Activity [3]

Q 4. What **information products** (factsheets, booklets, books, videos, websites) could be made that would have a SIGNIFICANT value to your life or what you do?

1	Youtube videos and cartoons [24]	Invasive Species Handbook [13]	Access/easy wider audience for research/ data [18]	Public Service Announcement in (different) languages [8]
2	Handbook (manual) on natural and commercial treatment for common pest and invasive species in Guam (19)	Biodiversity Inventory Database [12]	More information for support groups / Resource guide current [12]	Newspaper Articles [6]
3	Local educational television channel [17]	Guidebook on Ecological Landscape for Guam [8]	Quick healthy recipe books [11]	T-Shirts [6]
4	Handbooks on farm design, farming system and data manual (14)	Apps for Phone [8]	Guam Almanac Online [7]	More health messages in movie theaters and government agencies [5]
5	Current Agricultural statistic factsheets [12]	Videos/Websites Invasive Species and All Workshops [8]	no additional items with votes	Accessing Faith-based organizations and leaders [5] / Booklets and brochures [5] / Storybooks for kids [5]

CNAS-UOG All Stakeholder Priority Listening Session - Top 5 items

Readers are encourage to look at original lists for additional details and sublists. (Ag slightly updated Nov 13, 2015).

	Agriculture & Gardening	Natural Resource Quality & Use	Families, Youth, Community	Nutrition, Health, Food
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Q 5. What **technology** can we use to deliver science-based information and communicate with you?

1	"Citizen science" interactive app [25]	Social Media tools (Integrating) [6]	"Youtube" for Educational Tutorial	Email [9]
2	Farm App to search for information about plants, pests, nutritional values, and other agriculture topics (21)	Webinars [4]	User Friendly for UOG Website, Easy/Navigational Friendly	Webinars [9]
3	Youtube mini tutorial lessons [18]	YouTube Videos [1]	Online Courses	Public tv/radio [6]
4	Facebook [10]	no additional items with votes	(note, this group did not vote, they just clustered into 3 items)	Youtube Videos [5]
5	Farm tours and fieldtrips (7)	no additional items with votes		FB- Social Media [4]

Q 6. If you were to hire a CNAS student after graduation, what **ONE skill or class** do they need to have to contribute SIGNIFICANTLY to your organization or business?

1	Good communication skills (i.e. writing and verbally) [28]	Writing Skills (Strong) [13]	Professionalism	Computer Software [8]
2	Research and analytical skills [21]	GIS Capability [10]	Basic Technology Skills and Data Management & Analysis	Professional people skills [7]
3	Basic computer skills (words, excel and web search) [16]	Basic Statistical Skills [5]	Communication Skills / Active Listening	Communication Skills [7]
4	Understanding of animal and plant stresses and treatment [14]	Guam centric eco literacy [5]	Critical thinking, thinking out of the box, problem solving	Dressing appropriately [6]
5	Initiative, focus and self-starter [14]. Permaculture knowledge [14].	Project Management [4] / Plant/insect taxonomy [4] / Able to do Biological Surveys/Scientific observations [4]	(note, this group did not vote, they just clustered into 4 items)	Problem solving skills [6]

Q 7. What **non-CNAS type of service or support** do you need that would propel you or your client group forward SIGNIFICANTLY?

1	Use of agriculture land; agricultural import data; and local agricultural production data [24]	Environmental Enforcement [10]	Technology, Volunteer, and Other Resources	More reliable public transportation [7]
2	Regulatory agency enforcing regulations [20]	Grant Writing [8]	Legislative Funding	Community/neighborhood stray animal control [7]
3	Consortium for Agriculture industry development with funding for monthly meetings [19]	Village and Mayor Support [6]	Community engagement / Campaign Taking Ownership	More and better neighborhood parks [6]
4	Agriculture rates for power, water, and land [18]	Jungle Survival Skills [4]	Scholarship/training FAFSA	Bike lanes on major roadways [5]
5	Funding for agriculture and gardening [13] / Free seedlings and seed exchange program [13]	Marketing [3]	(note, this group did not vote, they just clustered into 4 items)	Underground power lines [5] / More sidewalks especially in villages/school campuses [5]

Agriculture & Gardening

This information was gathered during the priority listening session. All participants were allowed to “straw vote.” Each participant was given a number of votes based on the N/3 formula, where N was the number of unique items.

Q 1. What is a **SIGNIFICANT** problem or issue on Guam, or the immediate region, that you feel needs to be **researched**? (where the research findings can be used to address the problem/issue)

- Animal farming (deer) pest insecticides [4]
 - Invasive pest
- Prevention, Control and Dissemination of invasive species [25]
- Power and water consumption on farms [17]
- Lost agricultural farm land (10)
- Formalization of agriculture industry (16)
- Green waste management (10)
- How to deal with toxic waste (3)
- Bio-control agents for pests (25)
- Entry control of invasive species by Department of Agriculture (CQA) (0)
- Revitalize beginning farmer’s program equipment sourcing (4)
- Tropical leafy greens for salad blends (19)
 - Variety of fruit and vegetable crop import substitution in region and locally
- Soil erosion from construction (8)
 - Identify safe buffer zones along river banks for establishments
- Impact of Agricultural commercial and development of aquifers (2)
- Inventory of traditional local produce to date (2)

Q 2. What skills could we **teach**, during an Extension & Outreach short course for example, that would have **SIGNIFICANT** value in your life?

- Agricultural tours [0]
 - Homemakers bringing kitchen to kitchen core
- Power and water conservation [14]
 - Rainwater catchment and conservation
- Organic farming [18]
 - Natural pesticides
 - Diverse companion / gardening of crops
- Agriculture for complete bio-recycling method [24]
 - Permaculture
 - Green waste as nutrients for crops
 - How we can have an Eco villages
 - Ecosystem holistic approach
- Fruits and Vegetables nutritional value (6)
 - Value added of local fruits and vegetables
- Aquaponics and Hydroponics (4)
- How to farm animals (6)
- Container gardening courses (8)
 - Maximizing agricultural activity/production in small plots
- Homestead (0)
- Arbor culture and landscape management (12)

Q 3. What type of **advising** could you get that would have **SIGNIFICANT** value in your life?

- Developing farm plans – Environmental plan [21]
 - With advising agencies and programs
 - Financial planning and record keeping
 - Marketing strategy
- Developing communication networks (website) sharing information locally and regionally. [1]
- Medicinal use of Guam plants (10)
- Advisement of soil health and management (16)
- Farmer’s Cooperative members and non-members, Advantages and disadvantages (5)
- Compliance with local and Federal laws (6)
- Plants diseases and pests management – where to go and what to do (9)
- Advisement on computer and technology (6)
- Growth and production of farm animals (i.e. pig) (2)
- Grant and funding opportunity and grant writing (9)
- Protection on Natural disaster and climate change (5)
- Seasonal Farming (10)

- How to establish regional and international partnership, regarding on conservation and sustainable practices (11)
 - Exporting

Q 4. What **information products** (factsheets, booklets, books, videos, websites) could be made that would have a SIGNIFICANT value to your life or what you do?

- Youtube videos and cartoons [24]
- Current Agricultural statistic factsheets [12]
- Local educational television channel [17]
- Handbook (manual) on natural and commercial treatment for common pest and invasive species in Guam (19)
- Website of USDA products (0)
- Educational video for elderly and other languages (4)
- Handbooks on farm design, farming system and data manual (14)
- Radio talk show on agriculture and gardening (11)
- Pamphlets with Information on rainy & dry season plants (8)
- Recipe book using local produce (8)
 - Cook books with nutritional value (e.g. Nutrition Facts of recipes.)
- Pamphlet on how to use animals in farm maintenance and animal by products for farming (5)
- Manual in gardening (3)
- Fact sheet on survey results on how farmers and home gardeners prefer to receive all information discussed in today's stakeholder's meeting (4)
- Community assistance on technology (parking lot)

Q 5. What **technology** can we use to deliver science-based information and communicate with you?

- "Citizen science" interactive App [25]
- Craig's list for farmers to sell produce (exist) [0]
- Online auction for produce on Guam [6]
- Facebook (10)
- WhatsApp group with University of Guam (as administrator) (5)
- Online membership (Ping) receive messages via email or text (2)
- Farm tours and fieldtrips (7)
- Vendors Map App (parking lot)
- Twitter (3)
- Youtube mini tutorial lessons (18)
- Farm App to search for information about plants, pests, nutritional values, and other agriculture topics (21)
- Newspaper articles (3)

Q 6. If you were to hire a CNAS student after graduation, what **ONE skill or class** do they need to have to contribute SIGNIFICANTLY to your organization or business?

- Good communication skills (i.e. writing and verbally) [28]
- Emotional intelligence [9]
- Research and analytical skills [21]
- Basic computer skills (words, excel and web search) (16)
- Practical experience (i.e. internship) (12)
- Grant writing skills (9)
- Math skills (5)
- Knowledge in soil health (6)
- Permaculture knowledge (14)
- Economic pest knowledge (1)
- Environmental conservation (8)
- Work under pressure (10)
- Understanding of animal and plant stresses and treatment (14)
- Initiative, focus and self-starter (14)
- Critical thinking skills (9)

Q 7. What **non-CNAS type of service or support** do you need that would propel you or your client group forward SIGNIFICANTLY?

- Regulatory agency enforcing regulations [20]
- Succession Planning [1]
- Use of Agricultural land [24]
 - Agricultural import data
 - Local Agriculture production data
- Free seedlings (13)
 - Seed exchange program
- Marketing and Public relations (1)
- Core pesticides training (4)
- Consortium for Agriculture industry development with funding for monthly meetings (19)
- Construction of slaughter houses (10)
- Locally produced entertainment (i.e. music, video) (2)
- Assist in Agricultural business planning (0)
- Get Agricultural inspector for meat and produce (11)
- USDA organic inspector (10)
- Funding for agriculture and gardening (13)
- Service Learning hours in farming (5)
- (Trained) seasonal farm labor crews (8)
- Strengthen collaboration (1)
- Agriculture rates for power, water and land (18)

Parking Lot for additional ideas

- Q4: Technology assisted community
- Q5: Vendors Map App

Natural Resource Quality & Use: Land, Air, Sea

This information was gathered during the priority listening session. All participants were allowed to “straw vote.” Each participant was given a number of votes based on the N/3 formula, where N was the number of unique items.

Q 1. What is a SIGNIFICANT problem or issue on Guam, or the immediate region, that you feel needs to be **researched**? (where the research findings can be used to address the problem/issue)

- Incinerator [5]
- Solid Waste Characterization, Waste Stream [6]
- Invasive Species Policies, Invasive species in Forests [20]
- Impacts Climate Change [15]
- Protection of Water Lens [4]
- Sedimentation of Reefs [4]
- Tropical Soil Health (AG and Native Habitat) [9]
- Land Use Plans or Lack of-whether used or impact, State Terrestrial Preservation Plan (Chamorro Land Trust) [12]
- Sub surface Current Modeling [4]
- Impacts of Military Training [8]
- Evaluating Restoration Tools being used [2]
- Assessment of Critical Agricultural lands [2]
- Relationship between preservation and Cultural perpetuation and access (cultural and medicinal plants) [6]
- Identification and relationship of Invasive species on Soil and Microbes in Soil [5]
- Pollen Studies/Pollinators, Phenology (Seeding and Pollination) [0]
- Oil spill Trajectory Modeling, Apra Harbor (Inner and Outer harbor) [1]
- Hydro technology using Ocean [3]
- Recycling more [1]
- Sustainability of use of Marine and Terrestrial [9]
- Human Settlement Patterns (how to change) [0]
- Storm water/Drainage, Flooding in Tumon [8]
- Impact of Asbestos [0]

Q 2. What skills could we **teach**, during an Extension & Outreach short course for example, that would have SIGNIFICANT value in your life?

- Human Impact to Environment [3]
- Invasive Species Management Handbook/Lectures [16]
- Good Environment Stewardship [0]
- CRB Workshops [0]
- Kitchen Waste Reutilization [2]
- Best practices Land Use Planning [2]
- LFA Management [0]
- Water Safety (Drowning), Emergency Communication [2]
- Native Plant Identification and Uses and Preservation, Endangered/Rare Plants Identification [11]
- Low impact Infrastructure Development Small Farms [0]
- Organic and Sustainable Gardening [2]
- Fishing Regulations Awareness [4]
- Coffee Production (growing process) [3]
- Ecological Landscaping [4]
- Animal Population Control [1]
- Food Security-Local Foods, Indigenous Cooking emphasis on reducing imports [12]
- Scientific Observations-How-to (Citizen science) [4]
- Post-Harvest Food Processing and Marketing, Solar Food Drying [5]
- Energy Conservation/Renewable Energy [4]
- Disaster Preparation for Crops and Plants [2]
- Plant Propagation [0]
- Aquaculture/ Aquaponics [2]
- Entomology/Insect ID [5]
- Fungus (Value of; Awareness) [1]

Q 3. What type of **advising** could you get that would have SIGNIFICANT value in your life?

- How to Apply for Grants [10]
- University Based Advisement for Staff/Faculty [0]
- Grant Management [4]
- Adaptation to Climate Change [11]
- Networking and Collaboration Across NGO's and GOV Agencies with similar interest [15]
- Cross Generation and Cross Cultural Communication [1]
- Guam Laws/Construction and Building [7]
- Access to Resources and Research Results [8]
- Waste Management Advising [3]
- Advice on Invasive Control [15]
- Financial Management for Agencies [0]
- Business Encouragement Promotion [2]
- Marketing [0]
- Social Media Use [8]

Q 4. What **information products** (factsheets, booklets, books, videos, websites) could be made that would have a SIGNIFICANT value to your life or what you do?

- Invasive Species Handbook [13]
- Monthly Magazine-Gardening/AG [3]
- Classroom Materials for School Children [2]
- Biodiversity Inventory Database [12]
- Apps for Phone [8]
- Game like Local Farmville [0]
- Videos/Websites Invasive Species and All Workshops [8]
- Centralized Website for NGO's [4]
- Handbook for Prospective Home Builders-How to avoid Flooding; Storm Surges [0]
- Commercials/PSA's [1]
- Multi-language (All..ex: Chuukese, Japanese etc.) [6]
- Guidebook on Ecological Landscape for Guam [8]
- Home Gardening-Book, Everything (All types of social media: handbook, website etc.) [3]
- Sustainability-Everything (All types of social media: handbook, website etc.) [2]
- Google key words for Guam Sustainability [0]
- Personal visits to Farmers [5]
- Website for Home Food Production and Processing [2]
- CD's [0]

Q 5. What **technology** can we use to deliver science-based information and communicate with you?

- Live Demonstration [0]
- Webinars [4]
- Social Media tools (Integrating) [6]
- PSA's [0]
- YouTube Videos [1]

Q 6. If you were to hire a CNAS student after graduation, what **ONE skill or class** do they need to have to contribute SIGNIFICANTLY to your organization or business?

- Time Modeling [0]
- Writing Skills (Strong) [13]
- GIS Capability [10]
- Basic Statistical Skills [5]
- Drafting/technical drawing [1]
- Reading Maps [0]
- Managing Conflicts [2]
- National and Environmental Policy Act (NEPA) abilities [0]
- Graphical Facilitation/Presentation (oral or written) [0]

- Public Speaking [2]
- Listening Skills [2]
- Project Management [4]
- Able to do Biological Surveys/Scientific observations [4]
- Guam centric eco literacy [5]
- Photography [0]
- Graphic Design [0]
- Time Management [0]

- Cultural context (understanding) [3]
- Plant/insect taxonomy [4]

Q 7. What **non-CNAS type of service or support** do you need that would propel you or your client group forward SIGNIFICANTLY?

- Grant Writing [8]
- Contract Law [1]
- Environmental Enforcement [10]
- Swimming Lesson [2]
- Computer Technology [2]
- Graphic Design [2]
- Marketing [3]
- Recreation Usage (proper use) [0]
- Translating Weather reports [0]
- Jungle Survival Skills [4]
- Village and Mayor Support [6]
- Translation Services [2]
- Transportation/mass transit [2]

Parking Lot for additional ideas

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Families, Youth, and Community

This information was gathered during the priority listening session. All participants were allowed to “straw vote.” Each participant was given a number of votes based on the N/3 formula, where N was the number of unique items.

Q 1. What is a SIGNIFICANT problem or issue on Guam, or the immediate region, that you feel needs to be **researched**? (where the research findings can be used to address the problem/issue)

- Uncontrolled explosive growth on Guam
 - Impact on those migrants moving here and those who live here
- Transportation, migration
- Biggest challenges on transportation and welcoming others, migration from islands
- Homelessness
- Employment / military build up
- Career preparedness for high school students (Readiness for youth)
- Management for fish preserve
- Cultural understanding
- Perception
- Issue: -DOC (Dept of Corrections) over population
 - -No rehabilitation program
 - -Increase of population
 - -Training staff to meet the needs
 - those with mental illness who are not housed at Guam Behavioral Health and Wellness Center
- Provide positive attitude, assurance & guidance (community in general)
 - most especially our youth
- Establish a one stop volunteer center (for everyone)
 - value added facility, data to support creation
- Data to support for funding
 - both on the local and federal level
 - central data base (data collected from all agencies, departments, NGOs and accessible to all)
- Resource guide for other agencies to use
- Research of number of students entering work force
 - institution of higher learning as well
 - how do we close the gap
- Festpac (Festival of the Pacific Arts): Counsel of elders, seek for information/research the viability (who are the leaders?)
- Health Disparity & Social Welfare Poverty
- Crime, stray dogs population, and health care cost & abandoned building
- Research in social welfare poverty
- Urban migration: Community revitalization plan
- Research on curriculum in both middle and elementary school
 - common core
 - gap between what students should know prior to exiting elementary school and entering middle
 - identify the problems
- Educational standards
 - development balance on island
 - island wide after school programs
- Waste management, business license, flow charts/ guidance on renewable energy
- Education/ Research [9]
 - workforce readiness
 - island wide school programs
 - after school programs
 - program support: licensing
 - using data to strive/ advice in making decision / using data
- Social welfare poverty [3]
 - homelessness
- DOC [6]
- Migration [1]
- Cultural Revitalization and perception, leadership, and traditional structures [10]

****** The group insisted in clustering and facilitator permitted. Therefore, only 5 topics were voted by the group.**

Q 2. What skills could we **teach**, during an Extension & Outreach short course for example, that would have SIGNIFICANT value in your life?

- Parenting [3]
- Work readiness [17]
- Capacity building [9]
 - volunteer recruitment and management
- Critical thinking and effective writing [2]
- College prep for high school [3]
- Cultural sensitivity and awareness (young age) [16]
- Financial literacy [5]
 - life calculator at a youth level
 - financial management
 - value added products
- Entrepreneurship [5]
 - improving quality of life
- Communication barriers [0]
- Community issues-non-profit development [6]
- Traditional/ cultural apprenticeship [15]
- Technology/ online courses [0]
- Adapting/ expanding/ Non profit organization “best practices” [9]
 - local evidenced based
 - research/ evaluation
- Reducing the cost of living [5]

Q 3. What type of **advising** could you get that would have SIGNIFICANT value in your life?

- Technology / Data Assistance [17]
 - environment protection
 - community landscaping
- Quality Health Care / STEM, Quality on Island Health Care [10]
- Disaster Preparedness [4]
- Career Education [6]
- Community Development / Service Learning [11]
- Reciprocated Process between community & educational institution [12]
- Value of keeping our environment safe [11]
- Reduce the cost of living on Guam
- Provide interns for NGO's (Internship)
- KGN Connecting

Q 4. What **information products** (factsheets, booklets, books, videos, websites) could be made that would have a SIGNIFICANT value to your life or what you do?

- Quick healthy recipe books [11]
 - transition assistance program especially for those migrating here from different islands
 - intro to Guam's culture and way of life
- Access/easy wider audience for research/ data [18]
 - central resource data/center
 - establish volunteer app for emergencies/assistance
 - resource guide of all agencies, departments, and NGOs (able to connect, refer and recommend available resources to all clients no matter affiliation).
- More information for support groups / Resource guide current [12]
- Guam Almanac Online [7]
 - Guam Wikipedia

Q 5. What **technology** can we use to deliver science-based information and communicate with you?

- “Youtube” for Educational Tutorial
 - short
 - concise
 - user friendly
 - available
 - new research
 - webinars

- User Friendly for UOG Website, Easy/Navigational Friendly
 - senior friendly
 - how to use computer/smart phones (educational tutorial / webinar)
 - extension satellites in villages
- Online Courses / Webinar
 - structured like a classroom
 - receive a certificate of completion
 - free until you need it for credit
 - live chat

****** Group identified top 3 and bypassed voting.**

Q 6. If you were to hire a CNAS student after graduation, what **ONE skill or class** do they need to have to contribute SIGNIFICANTLY to your organization or business?

- Professionalism
 - dress code
 - no chewing gum
 - work ethic
 - diversity awareness
- Basic Technology Skills and Data Management & Analysis
- Communication Skills / Active Listening
- great writing skills
- critical thinking, thinking outside the box, problem solving

****** Group identified top 3 and bypassed voting.**

Q 7. What **non-CNAS type of service or support** do you need that would propel you or your client group forward SIGNIFICANTLY?

- Technology, Volunteer, and Other Resources
 - resource center volunteer
 - digital citizenship
- Legislative Funding
 - fundraiser activities
 - lobbyist support
- Community engagement / Campaign Taking Ownership (if funding is not available)
- Scholarship/training FAFSA
 - transportation

****** Group identified top 4 and bypassed voting.**

Nutrition, Health & Food

This information was gathered during the priority listening session. All participants were allowed to “straw vote.” Each participant was given a number of votes based on the N/3 formula, where N was the number of unique items.

Q 1. What is a SIGNIFICANT problem or issue on Guam, or the immediate region, that you feel needs to be **researched**? (where the research findings can be used to address the problem/issue)

- Need assessment on Senior Citizen health care needs [12]
- Multi-targeted approach to reduce childhood obesity [11]
- Preventive measures against obesity [9]
- Multicultural dietary variations in the school system [8]
- Immigrant dependency on government services [7]
- Quality of Care for High Rate of Diabetes [7]
- Data for the percent of healthy eating habits in households [6]
- Smoking Policies [5]
- Reduce consumption of sweets and beverages [5]
- Impact of clan and extended family habits in health practices [5]
- Effects of culture on health seeking behaviors and breastfeeding [5]
- Outcomes of excessive salt consumption [5]
- Processed meat and cancer [5]
- Correlation of Alzheimer’s and Diabetes [4]
- Relation of Alcohol and infant mortality [4]
- Cultural Nutrition for medical care [3]
- Increase production of small agricultural production [3]
- Health benefits of consuming tropical crops [3]
- Naturally occurring toxins in local foods [3]
- Rice and culture [3]
- Benefits of fluoride in water [3]
- Taxation on sweets and beverages [3]
- Impact of walkable communities on health, and food [2]
- Data on food borne illnesses [2]

Q 2. What skills could we **teach**, during an Extension & Outreach short course for example, that would have SIGNIFICANT value in your life?

- Cooking with local foods and vegetables [10]
- Food label reading [7]
- CPR and first aid for home [7]
- How to spend food stamps for healthy eating [7]
- Prevent food contamination [6]
- Fitness for the elderly, disabled, or injured [6]
- Holistic healing or wellness [6]
- Healthy cooking for fiestas [6]
- Promote fitness for youth [5]
- In = Out what you put in your body should equate physical activity [5]
- Women’s health issues [4]
- Service provider acculturation [4]
- Cultural or indigenous games or sports [4]
- How to stop smoking [4]
- How to shop on a budget [4]
- Portion control [4]
- Embracing Aging [3]
- Train children to teach content [3]
- Cultural Sensitivity [3]
- Making healthy food [3]
- How to prevent falls in home [3]
- Reporting sexual assault, rape and abuse [2]
- Train elders to teach content [1]
- Grant writing skills [1]
- Assertive speaking skills for immigrants to government agencies [1]

Q 3. What type of **advising** could you get that would have SIGNIFICANT value in your life?

- Nutritional value of food, Shelf life of foods in stores [5]
- Healthy Diet [4]
- Advisement of nutritional supplements and vitamins [3]
- Preventing Food Poisoning [3]
- Physical Activity [3]
- Rights to translator and interpreter [1]
- Available services and networking [1]
- Money Management [1]
- Symptoms of heart attack and stroke [1]
- How to process food at home [1]
- How to be more assertive [0]
- Proper use of government services [0]

Q 4. What **information products** (factsheets, booklets, books, videos, websites) could be made that would have a SIGNIFICANT value to your life or what you do?

- Public Service Announcement in (different) languages [8]
- Newspaper Articles [6]
- T-Shirts [6]
- More health messages in movie theaters and government agencies [5]
- Accessing Faith-based organizations and leaders [5]
- Booklets and brochures [5]
- Storybooks for kids [5]
- Fridge cabinet magnets [4]
- Social Media [4]
- Flyers [4]
- Posters [4]
- Messages put on useful things like calendars [2]
- Fans [2]
- Sew-on patches [2]
- Preventing food poisoning at fiestas [1]
- I.D. Tags [1]
- Jumbo Screen monitors [1]
- Bulletins [1]
- Light Switch messages and door tags [0]
- Computer screen savers [0]
- Lanyards for cellphones [0]

Q 5. What **technology** can we use to deliver science-based information and communicate with you?

- Email [9]
- Webinars [9]
- Public tv/radio [6]
- Youtube Videos [5]
- FB- Social Media [4]
- Text messages [4]
- Whatsapp messages [3]
- Webpages [3]
- Emergency Alert System messages with captions [1]
- CD/Audio Files [1]
- More technology at conferences [1]

Q 6. If you were to hire a CNAS student after graduation, what **ONE skill or class** do they need to have to contribute SIGNIFICANTLY to your organization or business?

- Computer Software [8]
 - Microsoft Office
 - Webpage design
 - Mac & PC Proficient
- Professional people skills [7]
- Communication Skills [7]
- Dressing appropriately [6]
- Problem solving skills [6]
- Multi-lingual [5]
- Team Building skills [5]

- Good manners [5]
- Ethics [4]
- Respect for others [4]
- Time management skills [4]
- Pacific Micronesian experience [3]
- Telephone etiquette [2]
- How to deal with diverse cultures [2]
- Internship opportunities [2]
- Stress management [2]
- Understanding career vs job [2]
- Culturally appropriate and linguistically sound [2]

Q 7. What **non-CNAS type of service or support** do you need that would propel you or your client group forward SIGNIFICANTLY?

- More reliable public transportation [7]
- Community/neighborhood stray animal control [7]
- More and better neighborhood parks [6]
- Bike lanes on major roadways [5]
- Underground power lines [5]
- More sidewalks especially in villages/school campuses [5]
- Improve roadways [4]
- Access to farmer's markets and increase the recruitment of farmers [4]
- Amend every child education act to include nutrition, health and food safety in curriculum [4]
- Strict policy at DOE in selecting vendors for serving packaged food to kids [3]
- More streetlights [3]
- Reduce trash and littering [3]
- Increase consumption of local vs imported produce [3]
- More funding to support farmers for more production [2]
- Invest money in planting trees along the streets [2]
- Tobacco and alcohol free community centers [2]
- Oceanside/ beach recreational activities [2]
- Use of SNAP benefits in farmers markets [2]
- Grant writing training [1]
- Neighborhood watch [1]
- Museums [1]
- Reduction of the number of cars per household [1]
- Increase power generations [1]
- Ocean energy use [1]
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Parking Lot for additional ideas

- None